**K-5 ELA Lesson Plan**

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| **Teacher: Evangelista** | | **Grade: 3** | | | **Date(s)**: Aug. 30-31 |
| **Unit Title: Prove It!** | | | **Corresponding Unit Task: Task 1--Text Evidence Organization** | | |
| **Essential Question(s): How do readers use textual evidence and text features to help answer questions?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Social Studies Textbook**  **Paper**  **Pencils**  **To Root, To Toot, To Parachute by Brian Cleary**  [**..\..\BlankFrayerModel.doc**](file:///C:\Documents%20and%20Settings\580-student\Local%20Settings\Temporary%20Internet%20Files\BlankFrayerModel.doc)  [**www.brainpopjr.com**](http://www.brainpopjr.com)  **Text Evidence Rubric** | | | | **Common Good**  **Volunteer**  **Recycle**  **Responsibility**  **Citizenship**  **Summarize** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards:** R.I.10, By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently  R.I.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (also SS 3.C.3 Exemplify how citizens contribute to the well-being of the community’s natural environment)  **I Can Statement(s):** I can use text evidence in nonfiction texts to answer questions.  **Instructional Plan:**  **Day One:** Students turn to their neighbor and describe what makes someone a good citizen. Teacher reads aloud Unit 1, Chapter 1, as the students follow along. Teacher models/guides students through answering questions 1-7 in “TextWork” boxes, using text evidence and describing text features. In addition, teacher will model noting the page number and paragraph number where the information was located and have the students highlight them in their books.  **Day Two:** Play Brainpop jr’s “Reduce, Reuse, Recycle” video clip. Discuss. Students will buddy re-read Unit 1, Chapter 1. Students will work with their  Partner to answer the Lesson 1 Review questions on page 10, using text evidence and citing pages and paragraphs where answers are located. Teacher monitors. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Writing**  **Standards:** W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **I Can Statement(s):** I can write an informative paragraph.  **Instructional Plan:**  **Day One:** Teacher models how to write an informative paragraph: What is energy? She will model using a pre-created graphic organizer and text of choice on energy. Be sure students are aware that the information in the graphic organizer has been gathered from a text and model how she is taking the information and using it in a paragraph.Students will individually write a paragraph explaining what they can do to become a good citizen in their community referring to their notes on Reduce, Reuse Recycle.  **Day Two:** Teacher will conference with students to revise/edit their paragraphs. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:** L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **I Can Statement(s):** I can identify verbs**.**  **Instructional Plan:**  **Day Two:** Play the video clip “Verbs” from Brainpop, Jr. to review what a verb is. Teacher reads To Root, To Toot, To Parachute by Brain Cleary. TW focus discussion on finding verbs in the text and how we know they are verbs. In pairs, students complete a Frayer model template (see link above) for the word “verb” to keep in their reading folders. . | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL. 3.6**- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **I Can Statement(s):** I can speak incomplete sentences**.**  I can listen and retell what someone has told me.  **Instructional Plan:**  **Day Two:** TW refocus student attention on the anchor chart for speaking and listening and review what they should be doing as they share, They will share with their paragraphs with another student as teacher monitors and gives feedback on good listening and speaking skills.  Discuss as a whole class the answers to the Lesson 1 Review questions on page 10 and where the answers were found. | | | | |
| **Closing/Summarizing Strategy** | **Have students write**  **W.3.10 Have students write in their journals what it means to be a good classroom citizen.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can use the computer to research more on recycling. TW expect students ideas to include more elaboration and detail**.** | | **SENTENCE FRAMES:** The documents below offer the choices of sentence frames based on particular text types. For ELLs of lower language levels, consider having them take notes directly on the summary frame template. | | | **SENTENCE FRAMES:** The documents below offer the choices of sentence frames based on particular text types. For ELLs of lower language levels, consider having them take notes directly on the summary frame template. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):Unit 1, Lesson 1 Review Questions; paragraph, journal, Frayer Model** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*